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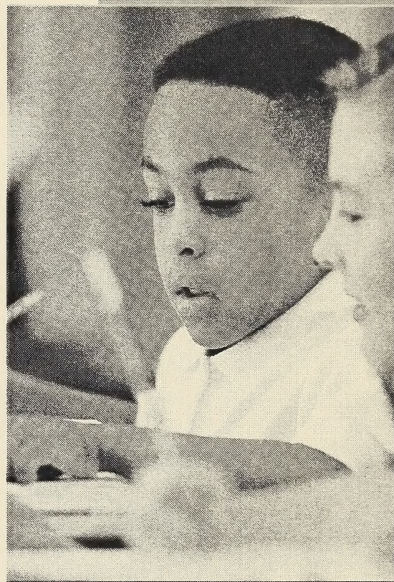
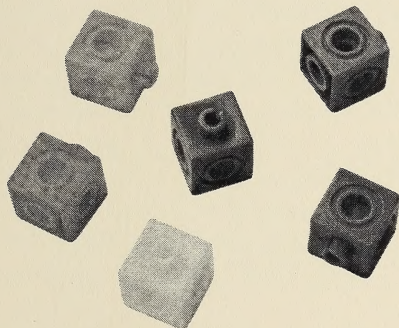
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Mathematics

Module 1

Having Fun with Numbers

Home Instructor's Guide: Days 1–9
and
Assignment Booklet 1A



Learning
Technologies
Branch

Alberta
LEARNING



Grade Two Mathematics
 Module 1: Having Fun with Numbers
 Home Instructor's Guide: Days 1–9 and Assignment Booklet 1A
 Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to the Home Instructor's Guide for Grade Two Mathematics. Before you begin instructing the student, it is critical that you read this guide. It contains vital information that will benefit you and the student.

Overview of the Grade Two Mathematics Program

This Grade Two Mathematics program is based on the Western Canadian Protocol mathematics curriculum, which is mandatory in Alberta. It is essential that you, as the home instructor, have a basic understanding of the curriculum expectations. These expectations include the beliefs, goals, rationale, and philosophy of the Grade Two Mathematics Program.

The following briefly summarizes the basic principles of the Western Canadian Protocol—mathematics curriculum.

Beliefs About Students and Mathematics Learning

Children are curious, active learners with individual interests, abilities, experiences, and needs. These elements shape a student's attitudes and ideas about mathematics and life.

Students learn best when they are actively involved in the learning process. "Learning by doing" works well when studying mathematics, because students can use counters and other objects to learn about and apply new concepts. (Throughout this course, the hands-on materials used to teach the concepts are referred to as *manipulatives*.) In this way, the student proceeds from the simple to the complex, and from the concrete to the abstract. For this reason, it is important that you provide the student with the materials, or manipulatives, that are listed in the Materials You Need section of the Home Instructor's Guide for each module. You may need to buy materials not on hand.

As the home instructor, you can develop in the student an awareness and appreciation of the importance of math in everyday life. Try to do something math-related every day, so that the student begins to understand that math is important to everyone. This might include some of the following activities:

- dividing chores between family members
- deciding how many vegetables and flowers to plant in the garden so that they all fit
- discussing price increases and how they affect the family
- talking about budgeting for the next family vacation
- estimating the cost of a grocery shopping trip
- proportioning ingredients for a recipe

The more the student sees you doing math, the more valuable it will become to him or her. Be sure to talk about what you are doing as you do it and let the student see you entering numbers into a calculator or reading a shopping receipt.

Another way to work math into everyday life is to explore it in literature. Anytime the student reads a book, or you read one to him or her, point out the math in it. You can usually find math, from counting to problem solving, in all books. You can also tell the student to read to a certain page in the book, or that you will read 20 more pages and have him or her say at what page you will stop.

Be patient and respectful of the student's way of thinking. The student should feel comfortable taking risks and feel secure when asking questions. The student will make mistakes. Talk about them, as this is how learning occurs. Ask the student to explain answers, even if they are incorrect. By discussing mistakes, the student usually sees where he or she went wrong. By figuring out how a problem could have been solved, the student learns valuable mathematical lessons.

Goals for Students

The goals of mathematics are to prepare students to

- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically aware adults, using mathematics to contribute to society
- develop a positive attitude toward mathematics
- have knowledge and skills related to number concepts, patterns and relations, shape and space, and statistics and probability

Problem Solving

Problem solving is embedded in each subject area in the math program, and thus in every module. Encourage the student to solve problems in a variety of ways. You can help in the following way:

1. Present the problem orally. Discuss the problem with the student, making sure that the question and all the words used are understood.

2. Talk about problem-solving strategies with the student. Problem-solving strategies for Grade Two students include the following:

- using manipulatives and calculators
- drawing or making models of problems
- recognizing and using patterns
- acting out problems with another person or with manipulatives
- sorting and graphing

Help the student predict and test strategies. Provide guidance for using these strategies. Ask the student to state which strategy he or she is using and why.

Introduction to the Grade Two Mathematics Program

This section outlines the content of the Grade Two Mathematics program and the subject matter the student will be covering throughout the year.

Components of the Mathematics Program

The following components help the student achieve the goals of mathematics education that encourage lifelong learning in mathematics.

- **Communication**
Students must be able to describe how they arrived at an answer and be able to communicate mathematical ideas clearly—orally and in writing.
- **Connections**
Students will see mathematics as a whole, where ideas are connected to each other.
- **Estimation and Mental Mathematics**
Students need to know when and how to estimate—when it is best to have an exact answer or an estimate of that answer.
- **Problem Solving**
This is the focus of mathematics at all levels. The development of the students' ability to solve problems is essential.
- **Reasoning**
Reasoning helps students to make sense of mathematics and to think logically.
- **Technology**
Technology will aid students in solving complex problems. This includes calculator and computer use.

- Visualization

If students can think in pictures and images, it will help them understand and link concepts.

Strands

These are the four topics, or subject areas, of mathematics, upon which the program is based. The topics are further split into subtopics.

- Number

- Number concepts
- Number operations

- Patterns and Relations

- Pattern

- Shape and Space

- Measurement
- 3-D objects and 2-D objects
- Transformations

- Statistics and Probability

- Data analysis
- Chance and probability

General Outcomes

Within each topic are general student outcomes, which are further divided into specific student outcomes. These measure and identify what students are expected to know and do by the end of Grade Two. The general outcomes for the topics are as follows:

Strand	General Outcome
Number	<ul style="list-style-type: none"> • recognize and apply whole numbers up to 1000 and explore fractions (halves, thirds, and quarters) • apply a variety of addition and subtraction strategies on whole numbers to 100 and use these operations in solving problems • use an appropriate calculation strategy or technology to solve problems
Patterns	<ul style="list-style-type: none"> • identify, create, describe, and translate numerical and nonnumerical patterns arising from daily experiences
Shape and Space	<ul style="list-style-type: none"> • estimate, measure, and compare, using standard units for length and primarily nonstandard units for other measures • name, describe, and construct a variety of 3-D objects and 2-D shapes • apply positional language, orally and in writing, to communicate motion
Statistics and Probability	<ul style="list-style-type: none"> • collect, display, and describe data, independently, based on first-hand information • use simple experiments, designed by others, to illustrate chance

For further information, you can acquire the Grade Two Curriculum Handbook for Parents from Alberta Learning. This excellent resource can either be purchased in print or found at the Alberta Learning website.

<http://www.learning.gov.ab.ca/parents/handbooks/pub2.pdf>

The Grade Two Distance Learning Program

This program adheres to the curriculum requirements laid out by the Alberta Program of Studies for K–9 Mathematics, Western Canadian Protocol for Collaboration in Basic Education. It consists of the four topics and the subtopics mentioned earlier. These components have been organized into nine modules. The nine modules have the following titles:

- Module 1: Having Fun with Numbers
- Module 2: Working with Big Numbers
- Module 3: Having Fun Adding and Subtracting
- Module 4: Super Shapes
- Module 5: It's About Time—and Patterns, Too
- Module 6: Measure It
- Module 7: Numbers Big and Small
- Module 8: What Does the Data Show?
- Module 9: Fun with Fractions

Each module focuses on one or more subtopics.

- Module 1: Number concepts and patterns
- Module 2: Number concepts
- Module 3: Number operations
- Module 4: 3-D objects and 2-D shapes, and number concepts
- Module 5: Measurement and patterns
- Module 6: Measurement
- Module 7: Number concepts and number operations
- Module 8: Data analysis and transformations
- Module 9: Fractions

Each module contains 18 days of lessons.

The lessons in each day develop a concept and/or apply a concept. In addition, some lessons include extension activities.

Assignments are an important part of the program as well. These, however, will not be on a daily basis. Assignment questions are given only after a student has developed and applied a concept.

The recommended time for each day's class is 45 minutes.

The Components of the Distance Learning Program

The program consists of three components.

The Student Module Booklet

There are nine Student Module Booklets in the Grade Two Mathematics program. Each booklet is consumable, which means it not only teaches the student mathematical concepts, it serves as a workbook as well. Included in the Student Module Booklet is a section called Extension Activities. These activities provide the student with further practice and reinforce the concepts taught in the lesson. Try to have the student work on the extension activities. If time permits, the student can work on them all.

The Home Instructor's Guide

This guide is for the home instructor, the person who teaches the mathematical concepts to the student. It provides introductions and guidance for each day, a list of materials needed, and answers to some of the questions the student will answer. Answers are not provided for questions that are self-explanatory or dependent on the student's preferences.

The Assignment Booklet

Each Assignment Booklet is attached to the Home Instructor's Guide. The student does the required assignments in this booklet, which is then sent to the teacher for evaluating and marking. The student is instructed in the Student Module Booklet when to turn to this booklet. The student must work on these exercises alone, without the home instructor's help.

The Role of the Home Instructor

Your role as home instructor will be to ensure that the student works through each module, understands the concepts put forth, completes the assignments required, and does at least some of the extension activities.

It is your responsibility to ensure that the assignment pages are sent in when the teacher requests them.

Read the Daily Summary before beginning each day's lessons. This will introduce you to the concepts and suggest how you might teach them. Notes in the margins of the pages of the Student Module Booklet will remind you of what is occurring during the lesson and how best to assist the student. As these are not always as detailed as the information in the Daily Summary, it is essential that you read the summary first.

Evaluation

The teacher will be marking the assignments that the student will send in. This, however, is only part of the evaluation process. As the teacher is not available to perform a daily, ongoing evaluation of the student, you must do so.

You will find a Home Instructor's Evaluation Checklist at the end of each Assignment Booklet. Check off and date each concept as the student masters it. Remember to refer to the checklist throughout the module as the student masters each concept.

Keep notes on the student's progress to record in the Home Instructor's Feedback. Write any comments you would like the teacher to be aware of in the Home Instructor's Feedback.

Included in each Assignment Booklet are the Student Survey and Student Checklist. These are to be filled in by the student, or you may do it as part of an interview with the student. This self-assessment allows the student to reflect on what has been learned. It also provides you with insight into the student's learning and allows you to gauge where additional instruction may be required. You may wish to give the teacher some of this information. Do this in the Home Instructor's Feedback.

Materials You Need

While the basic components of the Grade Two Mathematics program are provided for you, manipulatives (hands-on materials) are commonly found in the home or easily made. Some may be made by using the cut-outs provided in the Appendix of the Student Module Booklet. These are printed on thicker paper, as they will be handled and used frequently by the student. To save time, have them cut out and ready for use before the beginning of each module.

You will also need to obtain the following items:

- balance scale
- base ten blocks
- calculator
- geoboard
- geometric solids
- interlocking cubes
- thermometer

These materials may be purchased from the Learning Resources Centre or at educational teaching aids and supplies stores.

Each module requires manipulatives that you will be responsible to have ready beforehand. These are listed at the beginning of each module in the Home Instructor's Guide.

Other required materials can be found around the house. As some of these are for counting large numbers (up to 100), be sure to have that many available. These include the following:

- beads
- buttons
- dried beans or peas
- bolts
- bottle caps
- coins
- ice cream cones
- alphabet and sugar cubes
- dice
- jigsaw puzzle pieces
- pasta (macaroni, rotini, penne)
- empty toilet paper or paper towel rolls
- seeds
- stir sticks
- wooden craft sticks

The student will also need the following basic school supplies:

- HB pencils
- eraser
- safety scissors
- ruler
- paper of various types
 - lined loose-leaf paper
 - unlined loose-leaf paper
 - construction paper
- crayons, pencil crayons, and felt markers
- glue stick or white glue
- binder for returned assignments
- file folders
- tape
- pencil box (for storing materials)

The student will need a Math Box to hold the manipulatives. The box should be large enough to hold all the materials listed. Have it available at the beginning of the program. The student can help you find or make one.

In addition to the Math Box, the student will need a place to store various papers. Obtain a folder and write *Student Folder* on it.

Math Pictures

There are four icons, called *Math Pictures*, that you and the student need to be aware of.



This icon tells the student to take something out of, or to put something into, the Math Box.



This icon tells the student to put something in, or to take something out of, the Student Folder.



This icon tells the student to go to the Assignment Booklet.



This icon tells the student that there are Extension Activities giving more practice applying the concept for that day.

Margin Notes

You will see notes on most of the pages in the Student Module Booklet. These are tips on how to assist the student. Always read these before teaching that day's lesson. These are not a substitute for the Daily Summary.

Some lessons may not be included in the Daily Summary. For these lessons, the margin notes are sufficient.

Module 1: Having Fun with Numbers

Knowing numbers is vital to all mathematical learning. But simply knowing numbers is not enough. The use of number must include number sense. Number sense includes the following:

- having a feeling about numbers
- developing an appreciation of the need for numbers
- making quick and accurate estimates for computation and measurement
- recognizing errors in arithmetic
- knowing about place value and the effects of arithmetic operations (addition, subtraction, multiplication, division)

The student will begin to develop number sense in this module and will continue to explore sets and sorting—the beginnings of pattern exploration—begun in kindergarten.

Before You Begin

1. Introduce the course materials to the student. Show the student all the components of the program. Discuss the purpose of the Home Instructor's Guide, the Assignment Booklets, and the nine Student Module Booklets.
 - The Assignment Booklets are for the student's work that will be sent to the teacher for marking. Emphasize that all work done in these booklets is to be done independently.
 - The Home Instructor's Guide is to help you teach the student.
 - There are nine Student Module Booklets in the mathematics program. Explain that a module is like a unit of work and that the student will be working on a different math unit, or module, each month.

2. Introduce the Student Module Booklets. Although the text is written for the student, he or she may not always be able to read it. When this occurs, read the text to the student. Have the student follow along as you do so.

- Explain to the student that the Student Module Booklets are the workbooks for math.
- Discuss briefly the publishing page and how every book has one. It gives the reader information about when, where, and who published the book.
- The Welcome pages introduce the student to the course. Have the student read the text. If this is too difficult, you may read it aloud. Discuss how mathematics is a part of everyday life.
- Point to the diagram. Talk about the nine Student Module Booklets shown. Explain that each module has a different name because each module deals with different aspects of mathematics that the student will be working on throughout the year. Read each module title and discuss what each one might be about.
- On the Materials You Need page, discuss the objects in the picture. Tell the student that you will gather materials together and that the materials will help the student learn math. Some of the ways they will help are with measuring, sorting, making shapes, counting, making patterns, and adding and subtracting.

Discuss the Math Box. All the materials should be stored in one place. Find a suitable box, such as a large shoe box. Have the student write Math Box on it.

Tell the student that there will be papers that require a special storage place. This will be the Student Folder. Have a folder ready for this purpose before beginning.

- Review the icons on the Math Pictures page. Relate the icons to a stop sign. Just as a stop sign indicates that the driver of a vehicle should stop, so does an icon tell the student to stop and do something.
- Turn to the Contents page and discuss how this page tells the reader what is inside the book.
- You are now on the first page of Module 1. Read the title, “Having Fun with Numbers.” Tell the student that the module you will both be working on is called “Having Fun with Numbers.”

- Read the text with the student. Have the student answer the questions and think about how numbers come up in everyday life. Look at the pictures and discuss this. Whenever there are questions in the lessons, always have the student respond orally to them unless there is a line following the question. The line indicates that the student is to write a response on it.

Reinforcing Mathematics Concepts

If the student is enrolled in the Grade Two Thematic Program, you are likely reviewing the calendar every day. If you are not, do it every day to reinforce the ordinal numbers (first, second, third, and so on). Review the number positions, for example: What is the first Wednesday of this month? (the 6th, the 3rd). What day is it today? (the 1st, the 9th). Talk about any special events that will be occurring during the month (birthdays, outings, holidays).

Have the student read the page numbers as he or she works through the module and Assignment Booklets. As well, have the student read page numbers from other books. Ask the student to identify page numbers beyond 100.

Materials You Need

The student will be counting objects up to 100 in this module. You will need small and large counters. Keep them in either jars or margarine tubs. Have on hand two or more sets of small manipulatives (such as seeds or dried peas or beans), two or more sets of medium manipulatives (such as bottle caps, buttons, pasta), and two or more sets of large manipulatives (such as blocks or alphabet cubes) to give the student a variety of choices. Manipulatives may include some or all of the following:

- | | |
|-------------------|------------------------|
| • beads | • dried beans |
| • bolts | • dried peas |
| • bottle caps | • interlocking cubes |
| • buttons | • jigsaw puzzle pieces |
| • coins | • pasta |
| • coloured blocks | • seeds |
| • dice | |

Daily Summary

Read each day's summary and familiarize yourself with the lessons before instructing the student. Some days may be a continuation of the previous day.

Day 1

This day introduces the mathematics program to the student and reviews counting to 50.

Day 1: Meet Elena and Jasper

Point to the picture of Jasper and Elena and explain to the student that these two children will be having adventures with math, the same ones the student will be having. Tell the student that Jasper and Elena and the student will have fun with math together.

Day 1: Lesson 1

Lesson 2 is a review of numbers 1 to 50. The student is familiar with these numbers from Grade One.

Have the student take the One Hundred Chart out of the Appendix. This will be the first item to be placed into the Student Folder.

Point to the numbers and have the student read the numbers starting at 1 and continuing to 50.

Assist the student with the activities as necessary.

Day 1: Lesson 2**Answers**

1.

a. 6	e. 21	h. 19
b. 13	f. 33	i. 10
c. 1	g. 8	j. 42
d. 4		
2.

a. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
b. 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51
c. 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41

At the end of Day 1, remind the student to always put away any objects into the Math Box and any paper into the Student Folder.

Day 2

The student will be handling manipulatives to learn what 50 looks and “feels” like.

Day 2: Lesson 2

Answers

1. a. yes
b. 9
2. a. yes
b. 33
3. a. yes
b. 45
4. a. yes
b. 7
5. a. 20 c. Pile B
b. 16 d. Pile A
6. a. 8 e. 35 h. 41
b. 47 f. 49 i. 30
c. 23 g. 16 j. 1
d. 12
7. a. 8 e. 48 h. 50
b. 13 f. 10 i. 21
c. 40 g. 34 j. 46
d. 23
8. a. 1 e. 43 h. 30
b. 40 f. 10 i. 49
c. 17 g. 31 j. 37
d. 24

Day 3

The student learns to count to 100. As some of the numbers may not be familiar to the student, spend more time on these.

Day 3: Lesson 2

In Lesson 2, the student is to walk around the house, counting steps and cutlery. If the student is having difficulty, assist as necessary.

Answers

1. a. 50, **51**, 52, **53**, 54, **55**, 56, **57**, 58, **59**, 60
b. 61, **62**, 63, **64**, 65, **66**, 67, **68**, 69, **70**, 71
c. 70, **71**, 72, **73**, 74, **75**, 76, **77**, 78, **79**, 80
d. 81, **82**, 83, **84**, 85, **86**, 87, **88**, 89, **90**, 91
e. 90, **91**, 92, **93**, 94, **95**, 96, **97**, 98, **99**, 100
2. a. 88 f. 98
b. 70 g. 57
c. 49 h. 74
d. 99 i. 46
e. 65 j. 62
3. a. 61 f. 72
b. 78 g. 69
c. 60 h. 54
d. 83 i. 46
e. 98 j. 100
4. a. 61 f. 82
b. 90 g. 65
c. 77 h. 96
d. 54 i. 89
e. 98 j. 73

There are extension activities for Day 3. For Activity 1, give the student a piece of paper and a pencil. You will dictate numbers from 0 to 100. The student will print each one as you read it. You can extend this activity by having the student print the number that comes before and after the one that you said. After the activity is completed, have the student circle the smallest and largest numbers.

Day 4

This day focuses on counting backward from 100 and from any number below 100.

Day 4: Lesson 2

Answers

1.
 - a. 10
 - b. 9
 - c. 8
 - d. 7
 - e. 6
 - f. 5
 - g. 4
 - h. 3
 - i. 2
 - j. 1
2.
 - a. 14, 13, 12, 11, 10
 - b. 22, 21, 20, 19, 18
 - c. 43, 42, 41, 40, 39
 - d. 66, 65, 64, 63, 62
 - e. 81, 80, 79, 78, 77

There are extension activities for Day 4. Play a game of Snakes and Ladders with the student. You can use an actual Snakes and Ladders board, or you can use the One Hundred Chart. Take turns rolling dice and moving your player the number it tells you to. You may make this game more interesting by making a set of cards. On small pieces of paper, write directions (move back 7, move ahead 12, go to 32, and so on). With each roll, the player picks a card and does what it says.

After the day's lessons and activities are completed, direct the student to the Assignment Booklet. Remember, the student must work on the assignment alone. Assist only if the student cannot understand how to do the assignment.

Day 5

The concept of numbers being greater than and fewer than is the focus today.

The student is familiar with the terms *greater than* and *fewer than* from kindergarten and grade one. In Days 5 and 6, the student will be using these terms for numbers up to 100.

Day 5: Lesson 2**Answers**

1. a. 49, 51 d. 46, 48
 b. 27, 29 e. 15, 17
 c. 2, 4 f. 78, 80
2. a. 23 e. 9
 b. 6 f. 18
 c. 48 g. 36
 d. 32 h. 30

Have the student do the assignment for Day 5 after completing the day's lessons.

Day 6

Today is a continuation of the concept of *greater than* and *fewer than*. In today's lesson, however, the student learns that *greater than* and *fewer than* can signify being greater or fewer than more than one number.

Day 6: Lesson 2

Introduce the term *least* to the student. Using manipulatives, make three piles of varying amounts of objects. Ask the student to count each pile and ask which has the least amount of objects. Repeat this again to reinforce the term.

Answers

1. a. 14 d. 41
 b. 50 e. 99
 c. 27 f. 66
2. a. 12 d. 42
 b. 85 e. 77
 c. 48 f. 19
3. 77, 92, 81, 100, 73, 99, 62, 85
4. 72, 63, 41, 52, 81, 75, 84, 57, 59, 13, 68, 66

Have the student do the assignment for Day 6 after completing the day's lessons.

Day 7

Written number words zero to ten are reviewed today.

Day 7: Lesson 2

Discuss with the student the two ways numbers can be written. Brainstorm places where they have seen numbers written. Look for a book before the lesson that contains written numbers to show the student.

Day 7: Lesson 3**Answers**

- | | |
|------|-------|
| 1. 5 | 6. 4 |
| 2. 3 | 7. 10 |
| 3. 1 | 8. 2 |
| 4. 7 | 9. 6 |
| 5. 9 | |

Day 8

The student learns to write number words eleven to twenty.

Reading and writing number words from eleven to twenty is a new concept to the student. Spend time on each word from eleven to twenty to ensure that the student knows them well.

There are extension activities for Day 8.

Have the student do the assignment for Day 8 after completing the day's lessons.

Day 9

Today the student works with manipulatives to reinforce the concepts learned to date. Help the student select manipulatives. Make sure the Number and Picture Card Sets are cut out and ready prior to beginning today's activities.

Day 9: Lesson 3**Answers**

1. I counted eighteen objects.
2. I counted seven objects.
3. I counted twelve objects.
4. I counted six objects.

Day 9: Lesson 4**Answers**

- | | | | |
|-------------|-------------|---------------|--------------|
| 1. thirteen | 6. fourteen | 11. fifteen | 16. eighteen |
| 2. four | 7. eight | 12. seventeen | 17. twelve |
| 3. eleven | 8. two | 13. ten | 18. sixteen |
| 4. seven | 9. one | 14. three | 19. twenty |
| 5. nineteen | 10. nine | 15. five | |

There are extension activities for Day 9. In this activity, the student thinks of something with that number. For example, one mouth (dog, sister), two eyes (dolls, etc.) three gerbils, five fingers, or ten toes.

When the student finishes the activities on Day 9, direct him or her to the Student Survey and Student Checklist in the Assignment Booklet. The student may work on these alone or with your help. Go over the responses and discuss them with the student. Give additional instruction as needed to any of the concepts the student has indicated he or she needs help with.

Ensure that you complete the Home Instructor's Evaluation Checklist and Home Instructor's Feedback forms for Days 1 to 9. The Home Instructor's Feedback is to give any information you think may be helpful for the teacher to know.

Submit Assignment Booklet 1A for marking.

ASSIGNMENT BOOKLET 1A

Grade Two Mathematics
Module 1: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Grading Scale

- A – Very Satisfactory
- B – Satisfactory
- C – Needs Attention
- D – Unsatisfactory

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Grading

Mathematics:

Neatness:

Date Assignment Booklet
Received:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Module 1

Having Fun with Numbers

Assignment Booklet 1A



Grade Two Mathematics
Module 1: Having Fun with Numbers
Assignment Booklet 1A
Learning Technologies Branch

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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1. Fill in the chart.

1	2							
			14					
		23						
					36			
							48	
				55				
	62							
						77		
								89
91								

2. Print the missing numbers.

a. 25, 26, , , 29

b. 56, 57, 58, ,

c. , , 71, 72, 73

d. 17, , , , , 22

e. 87, , , , , 92, ,

3. Print the numbers in order, from smallest to largest.

a. 51, 73, 39, 16

, , ,

b. 90, 84, 78, 100, 81

, , , ,

4. Print all the numbers between 36 and 49 in order.

36,	<input type="text"/>	,	<input type="text"/>	,	<input type="text"/>	,	<input type="text"/>	,
	<input type="text"/>	,	<input type="text"/>	,	<input type="text"/>	,	<input type="text"/>	,
	<input type="text"/>	,	<input type="text"/>	,	<input type="text"/>	,	<input type="text"/>	, 49

5. Print a number between 77 and 82.

6. Print the number that comes before.

a. , 62

b. , 100

c. , 81

d. , 49

e. , 50

7. Print the number that comes after.

a. 78,

b. 19,

c. 39,

d. 60,

e. 84,

8. Print the number that comes between.

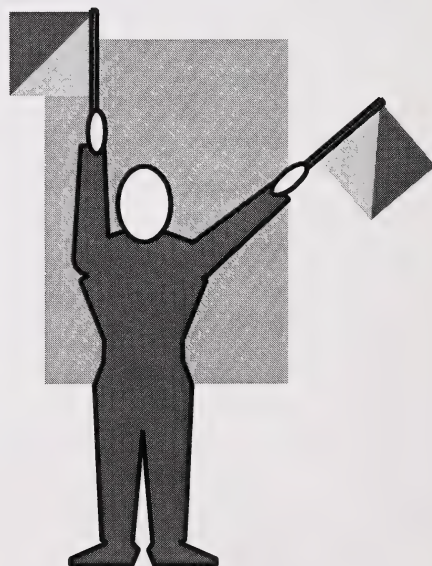
a. 29, , 31

b. 44, , 46

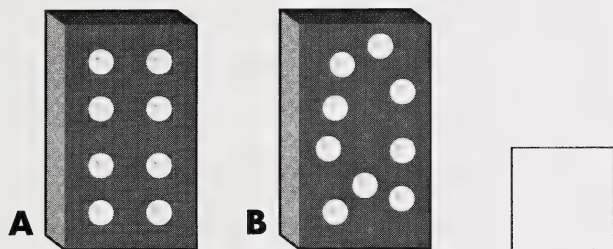
c. 9, , 11

d. 60, , 62

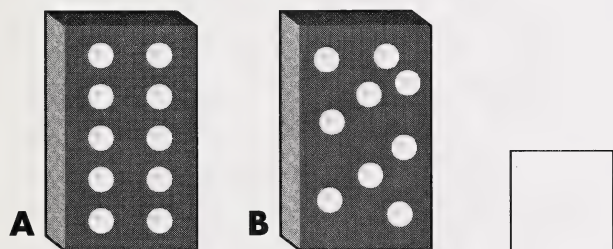
e. 78, , 80



1. Which domino has a greater number of dots on it?



2. Which domino has fewer dots on it?



3. Circle the number that is greater in each block.



4. Circle the number that is one fewer than the other in each block.



1. Circle the number that is less in each block.

31 40

17 6

63 25

86 19

99 72

54 45

2. Circle the number that is greater in each block.

66 62

95 88

16 11

3 29

100 72

54 45

3. Circle the greatest number.

19 26 17 27

4. Circle the number that is one more than 49.

50 60 48 51

5. Circle the least number.

77 73 61 82

6. Circle the number that is one fewer than 91.

90 89 99 92











7. Circle the numbers that are fewer than 23.

13 22 29 6

8. Circle the numbers that are greater than 37.

44 52 14 19

1. Match the numbers with the pictures and number words. An example has been done for you.

14		twenty
16		eleven
20		nineteen
13		seventeen
17		thirteen
12		fifteen
18		sixteen
15		fourteen
11		eighteen
19		twelve

2. Circle the greater number in each block.

twenty	thirty	thirteen	nine
---------------	---------------	-----------------	-------------

twenty-seven	twenty-two	eight	sixteen
---------------------	-------------------	--------------	----------------

3. Circle the number that is less in each block.

fifteen	thirty-one	twenty-nine	nineteen
----------------	-------------------	--------------------	-----------------

eleven	fourteen	seventeen	twenty-one
---------------	-----------------	------------------	-------------------

4. Circle the number that is greatest in each block.

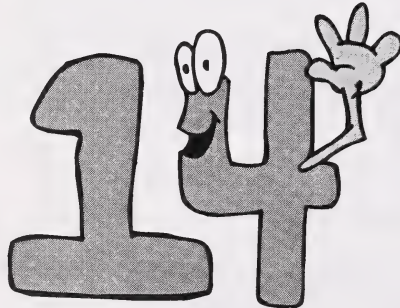
sixteen	six	twenty-six
----------------	------------	-------------------

twelve	twenty	three
---------------	---------------	--------------

thirteen	thirty	thirty-one
-----------------	---------------	-------------------

eighteen	eleven	eight
-----------------	---------------	--------------

5. Circle the number that is least in each block.

four**fourteen****fifteen****nineteen****twenty-three****twelve****two****twenty-two****one****twenty-four****fourteen****fifteen**

Student Survey

Days 1 to 9

Think about what you have learned in Days 1 to 9. Then answer these questions.

What did you like best about Days 1 to 9?

List **three** things you learned in Days 1 to 9.

.....

Assignment Booklet 1A

Is there something you would like to know more about?

Is there something you still need help with?

Student Checklist

Days 1 to 9

I know how to . . .	Put a check mark beside the things you can do.
1. read and write numerals to 100	
2. read and write number words to 20	

Home Instructor's Evaluation Checklist

Days 1 to 9

Specific Outcomes/ Concepts Learned The student . . .	Has the student mastered the concept (yes or no)?
1. reads and writes numerals to 100	
2. reads and writes number words to 20	

Home Instructor's Feedback